**Appendix H: Reflections of Course-based Embedded Assignments Jose Vasquez**



**Lamar University – M.Ed. in Educational Technology Leadership**

## Reflections of Course-based Embedded Assignments

***Directions:*** In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (\*Please note that course number changes in Fall 2010\*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

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| Course Number: | Course Name: | Course-based Embedded Hours(see Appendix I) |
| **EDLD 5366** | **Digital Graphics Animation and Desktop Publishing** | **12 Hours** |

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| Description of theAssignment/Performance Tasks(see Appendix I) | A. Design and produce a four-page newsletter providing educational technology resources for teachers. Each page should be standard 8.5” x 11”. The pages must be numbered and show a consistent design theme throughout. You must design your newsletter with columns, but the shape and size of these columns is up to you. The essential design problem is to create a layout that provokes an appropriate response. Basic design principles should be followed- contrast, repetition, alignment, and proximity – and each page should present a graphically pleasing layout. The newsletter should contain contact information. |
| * The knowledge you gained from the assignment. (2 points) * The relation of new information to Technology Facilitator Standards and Performance Indicators (2 points). * The relation of information gained to personal experience. (2 points) * Discussion at a critical level, not just recitation of facts. Discussion at a critical level means discussing things such as your opinion of the reading or experience, why you hold that onion, what you see wrong with the reading or experience, how you see the reading or experience is consistent or inconsistent with what you have learned so far, implications for the future, (4 ) * Insights into the patterns of interactions of colleagues.(2 points) * Group processes including: who had power, authority, or influence; who was participating and who was not, who was not included, how did you or another leader draw the silent participants out; was there confrontation, conflict, consensus, agreement, hurt feelings? (2 points) * Notations addressing the affective or feeling tone evident, concerns you noticed. (2 points) * Questions you have that you should research or about which you can seek expert advice from your campus-based supervisor or your professor. (2 points) * Issues that puzzle you. (2 points) | Although the focus of this course was on the Week 4 newsletter assignment, I have to say that this course was exciting and engaging for me as a student. It brought out creative and innovative side of me. It definitely took me out of my comfort zone. For example, In week 2 we had the opportunity to create a logo that described our personality. I utilized several resources in the creation of the logo. First, I used Facebook to ask friends to use words that describe me. By the way, this was the first time I had ever used a social network to gather information for research. I was astounded by the number of responses I received by my friends on Facebook. Then I reflected on how I perceived myself and what my goals were. I used logoease.com service to create my logo. I was so impressed with this activity that I even used it with my Keyboarding class. This class changed the way I look at advertisements and logos.  I learned to use the four design principles CRAP in both the logo and newsletter design for week 4. In week 4 we put all of our learning together and created a four-page newsletter. I admit that I did not follow the instructions. I decided instead to promote my CTE department and create a newsletter for teachers, students and parents rather than create an educational technology resources newsletter as instructed. My newsletter included teacher biographies, career clusters, resources and other interesting data. I have created a newsletter before however this was the first time I used design principles to create a visually appealing newsletter. This assignment was very time consuming but fun nonetheless. I used Word 2011 for Mac to design the newsletter. The templates in this version were significantly better than those found in Keynote and FrontPage. My colleagues were very impressed with the way the newsletter turned out. In fact, I collaborated with our Spanish teacher so that I could create a Spanish version of the newsletter. This was important because our school district is a predominantly Hispanic community. My CTE teachers were very supportive in the newsletter creation process and provided me resources and biographical information. They were even kind enough to take a picture! They hate taking pictures. One major concern I had with this assignment was reaching the Spanish-speaking parents. Since I worked so hard on the newsletter, I feel like the Spanish version was not as well versed. The biggest concern that I had about this was course was that the major assignment was to create a newsletter using desktop publishing software. I think that other EDLD 5366 students, including myself would of benefited greater if the major assignment was a multimedia project with sound, words, and pictures. We spent a lot of time learning about multimedia learning in education yet the assignment was not aligned to multimedia learning principles. Let’s say that we had made presentation with text, animation and narration, we could have accomplished the basic principles. According to the research “a narrated animation that balances the presentation of content between the animation and the narration (and keeps the amount of text to a minimum) is more likely to be effective” (Understanding Multimedia Learning, 2008, p. 5). This course was obviously designed to help us improve our personal technology skill but we must always consider our students and their learning experiences. I believe that learning these skills from this class will help us model these technologies to other teachers and students. Next time I present to a group of students, I must consider using photos, videos and images to help improve the presentation and help them learn the content. After all, “research has shown that moving images can help students to improve the retention of concepts, facilitate thinking and problem solving” (WestEd RTEC, 2004).  Something unique about this course compared to all the others was the learning materials we used to learn the concepts. In most courses we utilized scholarly written articles and textbooks, however in this course we utilized open content. This was the first time I did an assignment purely on the instructions from someone’s blog. We used *lealea’s blog* to learn design and logo creation concepts. The blog was written in expository format and helped me understand the concepts much easier. It goes to show that learning can be very effective using other forms of reference tools. It worked for me!  The creation of the 4-page newsletter aligns with ISTE Standards of Technology Leadership (TF/TL-V.D.) “Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning” (Williamson & Redish, 2009, p. 113). More specifically I practiced standard (TF-V.D.4.), “Design and developed a newsletter that supports communication between school and the community” (Williamson & Redish, 2009, p. 113).  Sources:  Understanding Multimedia Learning: Integrating Multimedia in the K12 Classroom. (2008, September). Retrieved from http://www.brainpop.com/new\_ common\_images/files/76/76426\_BrainPOP\_White\_Paper-20090426.pdf  WestEd Regional Technology in Education Consortium (RTEC). (2004). Technology tips for differentiated instruction. Retrieved from http://rtecexchange.edgateway.net/cs/rtecp/view/rtec\_files/123  Williamson, J., & Redish, T. (2009). *ISTE's technology facilitation and leadership standards: what every K-12 leader should know and be able to do*. Eugene,OR: International Society for Technology in Education. |